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Henry D Perry Education Center

3400 WILDCAT WAY, M IR Amar, FL 33023

[no web address on file]

Demographics

Principal: Kristin Baltazar

Start Date for this Principal: 7/1/2020

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Combination School PK-12 |
| Primary Service Type (per MSID File) | Alternative Education |
| 2019-20 Title I School | No |
| 2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 45% |
| 2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students* |
| School Grades History | 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: F (15%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | LaShawn Russ-Porterfield |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | CS&I |

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Henry D Perry Education Center

3400 WILDCAT WAY, M IR Amar, FL 33023

[no web address on file]

School Demographics

| | | |
|-----------------------------------------------------------------------------------------------------|------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-12</p> | <p>2019-20 Title I School</p> <p>No</p> | <p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>%</p> |
| <p>Primary Service Type (per MSID File)</p> <p>Alternative Education</p> | <p>Charter School</p> <p>No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>%</p> |

School Grades History

| | |
|--------------|----------------|
| Year | 2015-16 |
| Grade | F |

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Henry D. Perry Education Center is to prepare all students for post-secondary success through college and career readiness.

Provide the school's vision statement.

Our vision is to inspire our diverse community of learners to meet or exceed their potential in an ever-evolving society.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

| Name | Title | Job Duties and Responsibilities |
|------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lockhart-Talley, Tracy | Principal | <p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their parents are protected. <p>ORGANIZATIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data. 15. Utilize processes to empower others and distribute leadership when |

| Name | Title | Job Duties and Responsibilities |
|------|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>appropriate.</p> <p>16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>32. Administer negotiated employee contracts in the appropriate manner at the school site.</p> |

| Name | Title | Job Duties and Responsibilities |
|-------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>35. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>36. Ensure adherence to good safety procedures.</p> <p>37. Follow Federal and State laws, as well as School Board policies.</p> <p>38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position</p> |
| Baltazar, Kristin | Assistant Principal | <ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to assist in establishing and monitoring a school and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Assist in achieving expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement. 10. Assist in monitoring the implementation of critical initiatives including, but not |

| Name | Title | Job Duties and Responsibilities |
|------|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.</p> <p>11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population.</p> <p>12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.</p> <p>ORGANIZATIONAL LEADERSHIP:</p> <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Assist in managing the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Assist in employing an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>25. Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> |

| Name | Title | Job Duties and Responsibilities |
|------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>26. Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>27. Interact with government and service agencies relative to student welfare.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>28. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>29. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>30. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>31. Assist in administering negotiated employee contracts in the appropriate manner at the school site.</p> <p>32. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>33. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>34. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>35. Ensure adherence to good safety procedures.</p> <p>36. Follow Federal and State laws, as well as School Board policies.</p> <p>37. Perform other duties as assigned by the Principal, consistent with the goals and objectives of the position.</p> |

| | | |
|------------------------------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Drayton, Lynnette</p> | <p>Assistant Principal</p> | <ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to assist in establishing and monitoring a school and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Forum (SAF). 3. Assist in achieving expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build |
|------------------------------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Name | Title | Job Duties and Responsibilities |
|------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>and support a learning organization focused on school success.</p> <p>6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.</p> <p>7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff.</p> <p>8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.</p> <p>9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement.</p> <p>10. Assist in monitoring the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.</p> <p>11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population.</p> <p>12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.</p> <p>ORGANIZATIONAL LEADERSHIP:</p> <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Assist in managing the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Assist in employing an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> |

| Name | Title | Job Duties and Responsibilities |
|------|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>25. Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>26. Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>27. Interact with government and service agencies relative to student welfare.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>28. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>29. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>30. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>31. Assist in administering negotiated employee contracts in the appropriate manner at the school site.</p> <p>32. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>33. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>34. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>35. Ensure adherence to good safety procedures.</p> <p>36. Follow Federal and State laws, as well as School Board policies.</p> <p>37. Perform other duties as assigned by the Principal, consistent with the goals and objectives of the position.</p> |

Demographic Information

Principal start date

Wednesday 7/1/2020, Kristin Baltazar

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Total number of teacher positions allocated to the school

53

Demographic Data

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2020-21 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Combination School PK-12 |
| Primary Service Type (per MSID File) | Alternative Education |
| 2019-20 Title I School | No |
| 2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 45% |
| 2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students* |
| School Grades History | 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: F (15%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | LaShawn Russ-Porterfield |

| | |
|----------------------------------------------------------------------------------------------------------------------|------|
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | CS&I |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------------|-------------|---|---|---|---|---|---|---|----|----|-----|-----|------|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 40 | 66 | 151 | 341 | 1119 | 1726 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 18 | 47 | 132 | 295 | 1000 | 1498 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 22 | 24 | 42 | 66 | 98 | 256 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 4 | 0 | 6 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 4 | 0 | 6 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 40 | 11 | 21 | 0 | 0 | 78 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 40 | 11 | 21 | 0 | 0 | 78 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|----|----|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 15 | 26 | 67 | 94 | 595 | 801 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|----|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 13 | 446 | 462 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 9 | 17 | 42 | 32 | 363 | 467 |

Date this data was collected or last updated

Thursday 8/27/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|----|----|----|-----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 38 | 41 | 82 | 229 | 917 | 1314 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 10 | 21 | 60 | 36 | 525 | 655 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 2 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 41 | 40 | 226 | 37 | 351 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 24 | 19 | 36 | 129 | 30 | 242 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|----|----|----|-----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 29 | 19 | 51 | 129 | 476 | 708 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|---|----|----|----|-----|-----|------|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 74 | 71 | 145 | 413 | 1361 | 2078 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 33 | 51 | 119 | 364 | 1275 | 1848 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 35 | 41 | 49 | 106 | 111 | 351 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 5 | 10 | 10 | 28 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 40 | 11 | 21 | 0 | 0 | 78 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|----|----|----|----|-----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 40 | 53 | 70 | 115 | 740 | 1030 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|----|----|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 5 | 588 | 596 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 16 | 33 | 33 | 28 | 237 | 352 |

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 0% | 58% | 61% | 0% | 53% | 57% |
| ELA Learning Gains | 0% | 58% | 59% | 0% | 56% | 57% |
| ELA Lowest 25th Percentile | 0% | 52% | 54% | 0% | 50% | 51% |
| Math Achievement | 0% | 58% | 62% | 0% | 53% | 58% |
| Math Learning Gains | 0% | 58% | 59% | 0% | 53% | 56% |
| Math Lowest 25th Percentile | 0% | 51% | 52% | 0% | 47% | 50% |
| Science Achievement | 0% | 51% | 56% | 0% | 46% | 53% |
| Social Studies Achievement | 0% | 74% | 78% | 0% | 71% | 75% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | | | | | | | | Total | |
|-----------|-----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| | (0) | (0) | (0) | (0) | (0) | (0) | (0) | (0) | (0) | (0) | (0) | (0) | (0) | (0) | 0 (0) |

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 05 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 06 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 07 | 2019 | 0% | 55% | -55% | 52% | -52% |
| | 2018 | 0% | 54% | -54% | 51% | -51% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2019 | 10% | 59% | -49% | 56% | -46% |

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2018 | 8% | 60% | -52% | 58% | -50% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | 10% | | | | |
| 09 | 2019 | 10% | 57% | -47% | 55% | -45% |
| | 2018 | 0% | 55% | -55% | 53% | -53% |
| Same Grade Comparison | | 10% | | | | |
| Cohort Comparison | | 2% | | | | |
| 10 | 2019 | 4% | 53% | -49% | 53% | -49% |
| | 2018 | 4% | 53% | -49% | 53% | -49% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 4% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 05 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 06 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 07 | 2019 | 0% | 53% | -53% | 54% | -54% |
| | 2018 | 0% | 54% | -54% | 54% | -54% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2019 | 0% | 45% | -45% | 46% | -46% |
| | 2018 | 0% | 47% | -47% | 45% | -45% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | | | | | |
| 08 | 2019 | 5% | 43% | -38% | 48% | -43% |
| | 2018 | 3% | 45% | -42% | 50% | -47% |
| Same Grade Comparison | | 2% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Cohort Comparison | | 5% | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 11% | 67% | -56% | 67% | -56% |
| 2018 | 16% | 62% | -46% | 65% | -49% |
| Compare | | -5% | | | |

| CIVICS EOC | | | | | |
|------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 0% | 71% | -71% | 71% | -71% |
| 2018 | 0% | 70% | -70% | 71% | -71% |
| Compare | | 0% | | | |

| HISTORY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 18% | 67% | -49% | 70% | -52% |
| 2018 | 27% | 66% | -39% | 68% | -41% |
| Compare | | -9% | | | |

| ALGEBRA EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 6% | 61% | -55% | 61% | -55% |
| 2018 | 11% | 63% | -52% | 62% | -51% |
| Compare | | -5% | | | |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 2% | 56% | -54% | 57% | -55% |
| 2018 | 7% | 51% | -44% | 56% | -49% |
| Compare | | -5% | | | |

Subgroup Data

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|-------------------------------------------|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | | | | | | | | | | 9 | |
| ELL | | | | | | | | | | 8 | |

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|-------------------------------------------|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| ASN | | | | | | | | | | 8 | |
| BLK | | 30 | | | 6 | | | 18 | | 11 | 7 |
| HSP | | | | 5 | | | 15 | 30 | | 9 | 14 |
| MUL | | | | | | | | | | 13 | |
| WHT | | | | 8 | | | | 55 | | 10 | 7 |
| FRL | | 10 | | | 19 | | 7 | 12 | | 9 | 11 |

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|-------------------------------------------|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |

| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|-------------------------------------------|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---------------------------------------------------------------------------------|------|
| ESSA Category (TS&I or CS&I) | CS&I |
| OVERALL Federal Index – All Students | 11 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 8 |
| Progress of English Language Learners in Achieving English Language Proficiency | 17 |
| Total Points Earned for the Federal Index | 105 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 66% |

Subgroup Data

Students With Disabilities

| | |
|---------------------------------------------------------------------------|-----|
| Federal Index - Students With Disabilities | 5 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 2 |

English Language Learners

| | |
|--------------------------------------------------------------------------|-----|
| Federal Index - English Language Learners | 8 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 2 |

| Native American Students | |
|------------------------------------------------------------------------------------|-----|
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| Asian Students | |
| Federal Index - Asian Students | 8 |
| Asian Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 2 |
| Black/African American Students | |
| Federal Index - Black/African American Students | 11 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 2 |
| Hispanic Students | |
| Federal Index - Hispanic Students | 15 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 2 |
| Multiracial Students | |
| Federal Index - Multiracial Students | 13 |
| Multiracial Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 2 |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| White Students | |
| Federal Index - White Students | 20 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years White Students Subgroup Below 32% | 2 |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 10 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 2 |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Due to the increase of students with disabilities and english language learners, we saw a dramatic decline in performance ability on state assessments that require higher level DOK thinking skills.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

An analysis of the data revealed that math scores decreased due to in house changes that were made. The homogeneous scheduling of teachers interfered with the standard driven focus of instruction. Teachers were focused on teaching course standards rather than focused on state standards.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The transient nature of our students presents natural gaps in our diverse population. For example, a newly enrolled student may have met their Algebra course requirement, but has not passed the mandatory state assessment. The length of time between when they took the course and when they sit for the required state assessment. The lapse in instruction between the completion of the course and testing creates a knowledge gap.

Which data component showed the most improvement? What new actions did your school take in this area?

A cross curricular approach for ELA was implemented in all content areas. After a review of the data, a writing across the curriculum plan was created to focus on areas where students showed writing deficiencies.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

One area of concern is student attendance. Our trend data shows that a large percentage of our students have severe absences.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Learning gains in ELA
2. Learning gains in Math
3. Reduce number of chronic attendees
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: The contents that will be of primary focus for improving student achievement will be in the areas of math and reading learning gains as well as contributing to increased overall mathematics and reading proficiency levels. An analysis of the data revealed that math scores decreased due to in house changes that were made. The homogeneous scheduling of teachers interfered with the standard driven focus of instruction. Teachers were focused on teaching course standards rather than focused on state standards.

Measurable Outcome: We plan to increase ELA and Math learning gains by 2% from the previously tested year.

Person responsible for monitoring outcome: Kristin Baltazar (kristin.baltazar@browardschools.com)

Evidence-based Strategy: All content area teachers are expected to present a 20 minute standard driven lesson daily.

Rationale for Evidence-based Strategy: We saw a decrease in math learning gains due to in house staffing changes that were made. The homogeneous scheduling of teachers interfered with the standard driven focus of instruction. Teachers were focused on teaching course standards rather than focused on state standards.

Action Steps to Implement

USA Test Prep will be used to supplement Math and ELA courses.

Person Responsible Kristin Baltazar (kristin.baltazar@browardschools.com)

Teacher lesson plans will be reviewed to determine alignment with state assessment standards

Person Responsible Kristin Baltazar (kristin.baltazar@browardschools.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Survey teachers regarding their knowledge and understanding of standards based instruction. Administrative Team will assess through observations, lesson plan reviews, and data chat conversations. The information collected will allow administrators to provide professional growth feedback and suggested training.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The school will continue to advocate for students by building relations with families, parents, and community members by hosting Open House where they gather information about the school and programs being offered. They get to meet the teachers and staff to create and develop personal relationships.

Establish partnership with Masonic Lodge and the City of Miramar to provide donations of food items for students in the area who are in need.

Continue to partner with community churches that provide items to the Teen Parents to assist them with baby essentials.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

| 1 | III.A. | Areas of Focus: Instructional Practice: Standards-aligned Instruction | | | | \$1,700.00 |
|---|----------|-----------------------------------------------------------------------|---------------------------------------|----------------|---------------|-------------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | | | 6501 - Henry D Perry Education Center | | | \$1,700.00 |
| | | | <i>Notes: USA Test Prep</i> | | | |
| | | | | | Total: | \$1,700.00 |